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ABSTRACT

This article argues that courses in linguistics should be included in all teacher training programs, whether the students are training to be general teachers or language teachers specializing in Teaching English as a Second Language (TESL) or Foreign Languages in the Elementary School (FLES). Details of lectures and assignments for two topics, kinesics and paralanguage and correctness and acceptability, are provided. The article describes a number of ways in which linguistics can be adapted to give teachers greater insight into the language they use, into children's language and in the ways language is used in the community. Teacher education could improve if linguists provided more information on the language of children acquiring English as a second language and as a first language, on foreign languages that are used daily in our society, on the language of classrooms, on the influence of TV on children's language development, on the nature of communicative competence and on the numerous linguistic problems experienced by migrant children. (Author/CFM)

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11. LANGUAGE STUDIES IN TEACHER EDUCATION

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INTRODUCTION

What I have to offer is in the spirit of Doughty, Pearce and Thornton's Language in Use[1], a publication of the Schools Council Programme in Linguistics and English Teaching, and also in the spirit of the papers appearing in Linguistic Communications 12. I want to suggest that teacher educators adopt Language Studies into their training courses so that language studies will become part of school courses in English and General Studies. I also want to suggest that teachers evaluate the uses of language in the classroom. The basis of this paper is a syllabus[2] I have developed while undertaking post-graduate studies in Applied Linguistics in the Linguistics Department of the University of Edinburgh and had the opportunity of teaching in any of several teacher training institutions this year. This syllabus has emerged from a pilot course conducted in Language Studies in 1971 at the former Burwood Teachers' College. It is not the

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[1] Doughty, Peter, John Pearce and Geoffrey Thornton, 1971. Language in Use. London: Schools Council Publication. Edward Arnold.

[2] Tebble, Helen A. Language Studies Syllabus - Using Linguistics in Teacher Education. Syllabus submitted as part of the course requirements for the postgraduate Diploma in Applied Linguistics, University of Edinburgh, 1971-72.

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syllabus itself outlined in Table I that I offer, but the idea, for it would have to be modified according to the students' needs, length of the course, the year of study, the number of lecturers involved and their preferences, the assessment policy and the timetable.

I propose to briefly consider the relevance of linguistics to teacher education and to provide details of lectures and assignments for two topics, kinesics and paralanguage and correctness and acceptability.

LINGUISTICS AND TEACHER EDUCATION

Two years ago in Melbourne, Roger Shuy, although referring especially to the American language teaching scene, was saying things that were very relevant to the Australian teacher educators and teachers. He expressed the belief that language is at the centre of a child's early education and therefore teachers should study the language of children.

> Teachers need to know about the systematic nature of language, how languages differ from each other, how they change, the difference between oral and written symbolization, and the structure of communication. They should be made at least minimally aware of current theoretical views of linguistics.[3]

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[3] Shuy, Roger W. 'Current Theory and Knowledge for the Teaching of English.' Lecture delivered in Melbourne, May 1972. Published in Linguistic Communications 12. p.38.

TABLE I

Language Studies Syllabus - One Semester

WEEK 1	'LECTURE'		
	1, 2	Communication	
	3, 4	Trends in grammar	
2	5, 6	Trends in grammar	Teachers' background knowledge
	7, 8	Trends in grammar	
3	9, 10	Bilingualism	
	11, 12	Bilingualism	
4	13, 14	Language acquisition involves EA	
	15, 16	Language acquisition	Child language
5	17, 18	Language of so-called deprived children	
	19, 20	Classroom language	
6	21, 22	Classroom language	Classroom language
	23, 24	Language and teaching machines and aids	
2 WEEKS		Teaching round	
WEEK 7	'LECTURE'		
	25, 26	History of language	
	27, 28	Languages other than English	
8	29, 30	Idiolects, sociolects	
	31, 32	Dialects	
9	33, 34	Kinesics	Language and the community
	35, 36	Kinesics, paralanguage	
10	37, 38	Correctness and acceptability	
	39, 40	Correctness and acceptability	
11	41, 42	McLuhan, mass communication media	
	43	Review and evaluation	
4 WEEKS		Four-week teaching round	

I would expect a language studies course to include a brief introductory course to the various levels of language structure from the phoneme to discourse level, a compulsory course in articulatory phonetics if it were not a prerequisite, a brief survey of Indo-European languages, a brief history of the English language, trends in grammar and trends in linguistics. If there are adequate pedagogic grammars for teachers in training they might be worked through and evaluated. These topics are basic to any tertiary course in language studies but it is up to the teacher educator or applied linguist to select those areas of linguistics that have particular relevance to the training of the general teacher and the language teacher specializing in TESL or FLES.

Psycholinguistics and error analysis have much to contribute to a language studies course in teacher education if the importance of children's language development is recognized. These fields of investigation will help teachers understand how they can let children develop at their own rate and therefore account for individual differences in development. With information from child language acquisition teachers should be better able to provide language exercises and reading material suited to children in their care and they should be able to understand developmental stages in children's writing and speaking. They should know when to discount 'errors'. They should be better equipped to provide systematic courses for children's skills development in speaking, listening, reading,

writing and non-verbal behaviour even given that they work for example using a thematic approach. They should have certain linguistic insights into the diagnosis of slow learners' problems. Language acquisition studies can make it clear to teachers that they need not classify as 'dull' children who are non-native speakers of English. Error analysis could also help teachers to understand much about non-native speakers' so-called 'errors'. Language acquisition studies would seriously challenge teachers to consider the need for introducing foreign languages into the primary school. Clearly psycholinguistics and error analysis must be brought into teacher education.

Linguistics can contribute to an improved understanding of the language of the classroom. Even though current teaching methods emphasize learning by oneself or in small groups they do not reduce the teacher's work load. In my opinion such methods make heavier demands upon the teacher for so much of the child's self-education within the classroom depends upon the nature of the questions the teacher asks both orally and in written assignments. Teachers are more likely to be teaching and testing individual children rather than classes and information about the semantic and syntactic structures, the length, and the appropriacy of the question can be mostly drawn from areas of linguistics. Teachers must be enabled to understand how the language they use affects cognitive and other development. Teachers can also look to linguistic field work techniques and various theoretical analyses such as those concerning functions of language to help them

evaluate the language they use for the purposes of helping children acquire more knowledge and for controlling children's behaviour.

Certainly sociolinguistics has lots to offer teachers in helping them become more sensitive to the use of language which is so much an everyday thing. Teachers could also reflect upon their folk linguistic notions and examine what is meant by speaking and writing correctly and upon the societal role of the teacher in maintaining standards. The topic of teachers' attitudes to speakers of sociolects, dialects and languages other than their own is a must for a course in teacher education and sociolinguistics has a lot to contribute to teachers' self-examination in this matter. Teachers should also be encouraged to create ways in which they can help children gain knowledge and examine their attitudes to people who speak differently from themselves. As a contribution to increased teacher awareness of the ways language works in society paralinguistics and kinesics should be explained to help teachers understand more about the non-verbal aspects of communicative competence. Knowledge of the individual as a member of the community changing his speech and writing according to the topic, listener/reader, time and place is not only fascinating for teachers but necessary for them to have and use if they aim to achieve the ideals expressed in documents such as the one on school curricula stating the 'Purposes of Schools in South Australia'[4]. Linguistics has much to offer the

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[4] 'Purposes of Schools in South Australia'. Education Gazette - South Australia, 10 (April 10, 1974), 5-6.

teacher educator if he/she is prepared to either consult an applied linguist or better still, specialize in linguistics. Courses for teachers in training can draw upon many insights from various fields in linguistics to help teachers understand more about language, its structure, its historical development, its functions, its part in child development and its interrelatedness with the structure of society.

LANGUAGE STUDIES SYLLABUS

What I have designed is similar to Language in Use in that I have prepared a syllabus, summary lecture notes, assignments and reference lists for students. Language in Use has teachers' notes of lessons. The ideas are quite similar although my work was quite independent of this publication. It seems inevitable that if one is in both education and linguistics one will produce some sort of a course in language studies. Some foreign language teachers are trying to incorporate a component on 'language' in their courses. The detailed lecture guides have been prepared for the unit on Language in the Community. For this brief paper only two samples from the lecture guides and assignments will be considered to illustrate how linguistics can be adapted to a teacher training course. The handout, 'Preparing for a Unit of Work on Foreign Languages in the Classroom', provides a discussion sheet on the topic for lectures 27 and 28, 'Languages other than English'.

Preparing for a Unit of Work on Foreign Languages in the Community:

You and your class may wish to make a survey of the use of FL in the district where the school is located or in a specified district, e.g. a given shopping centre.

(i) A survey by letter or interview? Getting assistance and support from local authorities and organisations.

(ii) How would you treat the notion of 'foreign language'?

(iii) What modes of communication will you consider?

(iv) How will you assess the children's attitudes to the users of FL before and after the survey?

(v) Preparation of bibliographies for yourself and the children.

(vi) Limiting the population of the survey, e.g., the number of people living in the district who were born in a non-English-speaking country. Validity?

(vii) What language and graphic skills would the children use and/or develop in the investigation and preparation of findings?

(viii) What technical terms will you introduce, if any?

(ix) How would you prepare interview techniques? What equipment would you use?

(x) What use might you make of interpreters?

(xi) How would you treat questionnaires? Who will be asked questions?

(xii) How might you use class members who are not native-speakers of English?

(xiii) What use will you make of transliteration and translation?

(xiv) How familiar will you expect the children to become with the sounds and writing of particular FL?

(xv) What use might you and your class make of the survey?

(xvi) Estimate costs for equipment, stationery, postage, etc.

KINESICS AND PARALANGUAGE

Where does language begin and end? Is language just a matter of speaking and writing? Do the 'ers', 'ums' and pauses in speech count as speech? Is there need to teach communication by body movements or is this learnt by children incidentally? How much are gestures part of visual communication that is not transferred into oral communication? What vocabulary do we have to talk and write about visual communication, particularly gestures and the 'ers' and 'ums' in speech? The lectures on kinesics and paralanguage are concerned with those features of behaviour, apart from spoken and written language, that contribute to communication.

The aims of these lectures are:

1. To observe and discuss the body movements of two people talking in a film.
2. To categorize and name body movements that accompany communication through speech.
3. To consider whether it is necessary to teach body movements as part of communication in the primary school.
4. To make students aware of occurrences of paralinguistic utterances.

5. To consider the written correlates of examples of kinesics and paralinguistic utterances.

KINESICS Lectures 1 and 2

Videotape

Arrange for a videotape or film taken from a news interview or made by members of an Audio-Visual Department to be set as a continuous loop and played without an accompanying sound track.

Get students to note as many features of the subjects' behaviour as possible that contribute to communication. They should consider topic, setting, and as many aspects of non-verbal communication as they can. Check after two viewings that they actually do understand topic, setting and status of speakers. Show the film several times.

Discussion of videotape

Restate topic of conversation in film. Who was saying what? How do you know? Students should mention obvious clues, for example, was it a familiar personality in the news? What was significant about the setting? What was noticeable about speaker A? What was noticeable about speaker B? Students should recall very noticeable movements and then order their observations according to body orientation, posture, clothing, proximity, eye-contact, facial expressions, movements of shoulders and limbs and whole body movements. What effect did particular body movements of one speaker have on the other? Discuss students' varying interpretations.

Group work on vocabulary and expressions to describe body movements:

Communication by gesture or what might be considered as redundancy in communication by gesture especially uses the visual sensory modality. How is gesture accounted for in speech and writing?

Deal with the term 'kinesics'. The American usage includes bodily movement and posture used in communication. Note Abercrombie wants to restrict the term for non-conversational bodily movements of all kinds and instead uses independent and dependent visible and audible movements and postures. Divide class into groups to list expressions associated with body movements in communication. Select groups to list vocabulary and expressions that describe movements of the head and face, shoulders and limbs, posture and whole body movements. Students should also try to provide some sort of 'explanation' for each lexical item or expression they have chosen. How adequate are dictionary definitions? Check lists and classifications with groups and arrange for students to duplicate their findings for distribution to the rest of the class.

Discussion of lists and classifications of vocabulary items: Lecture 3.

Do communicative body movements occur singly or are they simultaneous? What movements, single and simultaneous, occur to reinforce something that is being said? Consider Abercrombie's dependent visible paralinguistic elements. Is most communicative

bodily movement too idiosyncratic to be classified? What can be said about the number of single vocabulary items used to describe communicative bodily movements?

Kinesics and primary school children:

Relate topic to movement in child drama and creative movement in physical education.

Discuss techniques for eliciting descriptions of facial movements and gestures in children's creative writing.

How incidental is children's learning of the use and meaning of gestures? Is it subconscious learning or do children respond to teachers who say for example, 'That isn't the way to stand/sit when saying a certain thing.' or 'Stand still when you talk.' or 'Take your hand away from your mouth when you speak.' or 'Look at me when you are talking to me.' Discuss anecdotes relating to overt teaching of kinesics during past teaching rounds.

Paralanguage Lecture 4

Meaning of paralanguage

Use term to mean non-verbal but vocal communication.

Use 'spoken language' to mean vocal and verbal communication.

Use 'kinesics' to mean communication that is non-verbal and non-vocal yet communicative body movements.

Consider Abercrombie's category of audible movements and postures. Independent elements, for example, interjections, do not

follow the usual phonological rules of the language. Dependent rules are similar to Hammarstrom's β-level, variation. They are behavioural variants such as speaking while yawning, laughing, sobbing or eating.

Examples of paralanguage include signs, whistles, groans, certain coughs, snorts and laughter.

Realizations of paralanguage

Distribute sheets with brief descriptions of behaviour such as the following examples:

Surprise and pleasure	departing	praising
Surprise and obligatory approval	rejecting	approving
other types of surprise	disgust	uncertainty
questioning with implied contradiction	anger	lucky escape
repeat it, I wasn't listening	disapproving	this needs consideration.

Ask individual students to express these examples of behaviour using their voices but not lexical items. After the first example ask if the utterance did express surprise and pleasure. If they agree it did, ask what was happening to the voice. Consider impressions of breathing, lip movement, loudness, duration, pitch fluctuation, and voice quality. Are paralinguistic items tonal varieties of verbal (Lyons') forms? What facial and other body movements co-occur with these items? How many of the examples demonstrated by the students are ideolectal rather than sociolectal?

Capacity of written language

Build up on the chalkboard a list of 'words' equivalent to the non-verbal but vocal items realized earlier. Examples: disapproval, 'tut tut', alveolar clicks. Intonation contours will probably be used.

To what extent does written English account for non-verbal vocal elements? How many items in the list have a written equivalent? What others have not been listed? Consider Reusch's classification of the general characteristics of non-verbal and verbal codification.

Why are there few words to account for this phenomenon? Words such as 'Ahem', 'phew' and 'tut tut' are used in the reporting of direct speech. Some paralanguage exists as a supplement to words for which there is no one word equivalent. Do students find OED definitions for paralinguistic items having written equivalents to be adequate?

Assignments:

1. Produce a pamphlet suitable for a primary school classroom that explains paralanguage. List items that have a written equivalent form for example, 'Ah huh' and 'mhm hmm' and give brief explanations of how they are uttered and what they mean. You may find it useful to select items from children's literature. Provide an accompanying tape and script.
2. Produce a pamphlet suitable for a primary school classroom that explains and illustrates kinesics. Consider reading age level, illustrations, which 'theoretical' approach to use

(Trager and Smith *et alia* or Abercrombie or a combination of their approaches), and the purpose of the monograph.

3. Describe how paralinguistics and kinesics can be used to maintain order in a classroom. Discuss fieldwork data and other examples you may know or suggest yourself. Evaluate each example at least considering basic organization of room and classroom control (e.g. authoritarian, laissez-faire), efficiency, and non-use of voice, degree of conformity to 'good manners', emotional impact, cognitive impact and teachers' opinions.

4. Using anthropological data of the sign language of Australian Aborigines or other peoples, write a description of the specific ways kinesics is used in this form of communication. Your work should be suitable for inclusion in a senior primary school classroom library. Note points for consideration in assignment 2. This assignment may be more relevant to students majoring in Anthropology and Sociology than to others.

5. Present a kinesic and paralinguistic analysis of a typical school assembly. Use a particular 'theoretical' framework or combination of 'theoretical' styles of analysis and notation but make your analytic descriptions specific. Write a description suitable for inclusion in a senior primary school classroom library of the main aspects of kinesics and para-language occurring in a primary school assembly. Consider reading age level, illustrations and style of presentation. For example, you may make a filmstrip and tape rather than a pamphlet or booklet. If you do make a filmstrip and tape explain how they would be used.

REFERENCES (KINESICS AND PARALANGUAGE)

Abercrombie, David 1963 Problems and Principles in Language Study. London: Longmans Ch. 6.

_____ 1968 Paralanguage, British Journal of Disorders of Communication 3: 55-59. (Also in Laver and Hutcheson.)

Argyle, Michael 1967 The Psychology of Interpersonal Behaviour. Harmondsworth: Penguin.

Birdwhistell, Ray L. 1966 Some Relations between American Kinesics and Spoken American English, in A. G. Smith (ed) Communication and Culture. New York: Holt, Rinehart and Winston.

Crystal, David and Randolph Quirk 1964 Systems of Prosodic and Paralinguistic Features in English. The Hague: Mouton.

Hore, T. 1971 Nonverbal Interaction in the Classroom: A Neglected Dimension in Educational Research, in Victorian Institute of Educational Research Bulletin, No. 27.

Laver, John and Sandy Hutcheson (eds.) Communication in Face to Face Interaction. Ringwood: Penguin.

Pittenger, Robert E. and Henry Lee Smith Jr. A Basis for Some Contributions of Linguistics to Psychiatry, in A. G. Smith (ed.).

Ruesch, Jurgen 1966 Nonverbal Language and Therapy, in A. G. Smith (ed.).

Smith, Jr., Henry Lee 1969 Language and the Total System of Communication, in A. Hill (ed.) Linguistics Today. New York: Basic Books.

Trager, G.L. 1964 Paralanguage: A First Approximation, in Hymes, D. (ed.) Language in Culture and Society. New York: Harper and Row.

Correctness:

This topic on 'correctness' should help the students consider the nature and functions of some 'institutions' that maintain standards of language usage. They need to consider their position as future teachers and arbiters of what are correct or incorrect uses of English. Since it is the job of school teachers to teach children 'to speak and write correctly' the teacher should know what is grammatically and socially acceptable. Teachers should also be able to evaluate and use institutionalised aids to correctness such as dictionaries and grammars. The lectures on this topic should raise some of the problems of correctness in language usage and consider some attitudes towards correctness.

The four lectures for this topic will be concerned with:

1. What ought to be said and what actually is said (and the problems of transferring speech to writing).
2. Notions of correctness and acceptability.
3. Institutionalised aids to correctness.

Lecture 1 What ought to be said and what actually is said.

This period should entail the completion of a questionnaire by each student followed by a class discussion of the answers.

The aims of this lecture are:

1. To present the students with situations, real to them in their everyday lives, which can be used to reveal to them their social and linguistic use of language in such possible situations.

2. To discuss with the students the style of writing they used in their answers to the questionnaire. Did they use direct speech or did they use descriptions? Did they write what they believe they ought to say or did they write what they might actually say?

3. To suggest to the students they consider paralinguistic features of the situations referred to in the questionnaire if they did not include them in their answers.

4. To consider to what extent the setting for a given encounter determines how much is spoken. Can the variable of 'setting' be more or less significant than other variables such as the number and status of interlocuters, and topic?

5. To discuss how language is used by people to control others' behaviour.

Questionnaire:

Distribute questionnaire and ask students to complete it.

The following questions will be used:

1. You want to pay a 10¢ tram fare and the smallest money you have is a $5 note. You don't want scores of coins in change from an angry conductress. What do you say to her?

2. A person you have never seen before comes up to you in the street and asks you to buy a 20¢ ticket for a cause you don't wish to support. What do you say?

3. A lecturer in a hurry asks you to help transfer some equipment from the lecture room to an office and you have only enough time to catch a bus. What do you say?

4. Some Jehovah's Witnesses ring the doorbell and you answer the door. What do you say?

5. (For females) You have accepted an invitation to a party from a boy who has been dating your best friend. What do you say to her?

or (For males) You ask your best friend's girlfriend to a party and she accepts. What do you say to him?

6. You want to watch a TV programme on Channel 2 but the viewers are already looking at the programme on GTV9. What do you say?

7. As you are about to walk out of a shop you find you have been given the wrong change. What do you say?

8. You go into a busy newsagent's one Saturday morning to buy a copy of The Age. What do you say?

9. You are at Flinders Street Railway Station at peak hour buying a ticket for the railway station nearest your home. What do you say?

10. You have done something that was no trouble to you to help somebody but the person tells you how happy he/she is with what you have done and expresses much gratitude. What do you say?

Discussion:

Discuss students' answers to each item of the questionnaire in view of the above aims. Students should be brought to realise that they probably have notions of what they ought to say in given situations (stereotyped roles) but that they do not necessarily say what they ought to say in these situations. Discuss the open ended question of why do they not always say what they ought to say. Is there any value in the notion of 'It is correct to say certain things to certain people in a given social setting'?

Assignment:

How do children perceive themselves using language?

Design a questionnaire to discover how senior primary school children think they use language for talking about certain topics with certain people in certain social settings. Administer your questionnaire and present a report of your findings. Consider at least your

subjects. Will they be a homogeneous group or a random sample? Consider length, appearance, language and style of questions, and probable ways of classifying answers. Consider the children's notions of 'correctness' and what they actually say.

REFERENCES (CORRECTNESS)

Argyle, Michael 1967 The Psychology of Interpersonal Behaviour. Ringwood: Penguin.

Fishman, Joshua 1965 Who Speaks What Language to Whom And When? La Linguistique (For students who wish to deal with bilingual children.)

Opie, Iora and Peter 1959 The Lore and Language of School Children. Oxford: Clarendon Press.

Turner, Ian 1969 Cinderella Dressed in Yella ; Australian Children's Play-rhymes. Melbourne: Heinemann Educational.

Lectures 2 and 3 Notions of correctness and acceptability.

The aims of these lectures are:

1. To consider children's and parents' attitudes towards the teacher's standard of correctness.
2. To provoke students into thinking about what their standards of correct English usage will be.
3. To consider the notion of acceptability.

These aims will be realised through discussion and examination of samples of children's writing and a tape (with accompanying script) of students' conversation.

Lecture 2 : Correctness

Discuss the popular notion which Muller calls 'good English'. How is this notion related to Standard English and 'the dictionary'?

Consider what are the community's and children's expectations of the teacher's standards of English usage. When is it socially acceptable for a teacher to talk about 'kids' and say 'yeah'? To what extent might some parents' and teachers' ideas of correctness differ? (Refer to sociolects.) Is the teacher the authority in only certain circumstances?

When should a teacher correct the spoken language in the classroom and in the playground? Consider the importance of spontaneity, fluency, individual children's needs and intelligibility.

Acceptability

a. Children's writing

Discuss the notion of 'acceptability'. Consider samples of children's writing which include sentences that are

(i) grammatically acceptable but lexically deviant,

(ii) grammatically deviant,

(iii) highly specific to certain usages but unacceptable in 'everyday' English,

(iv) socially unacceptable,

(v) burdensome because of their length,

(vi) stylistically awkward.

How would students deal with these sentences? Revise what was probably done in students' earlier English courses on spelling and children's writing. (e.g. spelling errors acceptable in the first draft of children's creative writing.) How do 'errors' reflect developmental stages of language acquisition?

Lecture 3 : Acceptability

b. Taped discussion

Play a taped discussion between two students. Was the discussion acceptable as spoken language? Distribute scripts of the discussion to be followed during a second listening.

Examine the discussion in terms of (i) to (vi) above and add (vii) grammatically acceptable but phonologically deviant. Discuss hesitation, unfinished sentences, 'ums' and 'ahs' that signal meaning,

e.g., I'm thinking and it is still my turn to speak, grammatically deviant utterances whose meaning is nevertheless understood, changes of mind, restructuring, degraded speech and other features that reveal no clear correspondence to written language. Conclude that there are various levels of acceptability for various topics and occasions and that teachers should not only aim to teach what is acceptable at various levels but also maintain standards of intelligibility.

REFERENCES (ACCEPTABILITY)

Halliday, M.A.K., Angus McIntosh and Peter Stevens, 1964 The Linguistic Sciences and Language Teaching. London: Longmans. pp. 223-231.

Muller, Herbert J. 1967 The Uses of English. New York: Holt, Rinehart and Winston Ch. 4.

Palmer, Frank 1971 Grammar. Ringwood: Penguin pp. 13-26.

Lecture 4 Institutionalised aids to correctness

(Two hours may be necessary.)

The aims of this lecture are:

1. To ensure that the students are aware of institutionalised aids that have the purpose of maintaining Standard English.
2. To encourage students to examine claims made by the authors of these 'aids' to standardize the language.
3. To consider the roles of various organizations whose business it is to promote and maintain certain standards in the use of English.

Before the 'lecture' students may select (or will be assigned) a particular publication or organization whose function is to establish or maintain certain levels of correctness. The period(s) will consist of students' presentations of brief critical reports on such publications or organizations and discussion of reports when necessary.

Reports should include:

- name, date, place of publication and publisher or name, location, function and composition of the organization,
- the aspect of language usage with which the publication or organization is concerned,
- author's or organization's aims,
- presence or absence of a prescriptive attitude,
- relevance to Victoria in the 1970's,

- student's evaluation of the publication. (It is expected that some evaluations will be impressionistic rather than exhaustive.)

Examples of publications to be examined:

- Oxford, Webster's and other frequently used dictionaries
- thesauri
- Fowler's Modern English Usage
- various Oxford reference books
- a selection of grammar books
- relevant entries about language in encyclopaedias (e.g., slang)
- prescriptive and quasi-humorous books on Australian English (e.g., O'Grady's Aussie English)
- selected journals.

Examples of organizations which aim to standardize English or maintain Standardized English:

- English Advisory Committee of the Victorian Education Department
- Victorian Universities and Schools Examination Board
- Curriculum Guides for the teaching of English
- Teachers' Colleges
- Australian Broadcasting Commission
- the national censor
- articles on language usage published by The Australian and The Age newspapers.

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Dineen, Francis P. 1967 An Introduction to General Linguistics. New York: Holt, Rinehart and Winston pp. 151-175.

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CONCLUSION

Much more could be said and done for the introduction of language studies into teacher education. In this paper I have provided a very small sample of ways in which linguistics can be applied to a teacher training course to help teachers look at language objectively to understand some of the related areas of non-verbal communication and to consider society's expectations of them as people who set standards in linguistic performance. I have outlined ways in which linguistics can be adapted to give teachers greater insight into the language they use, into children's language and in the ways language is used in the community. Much of our knowledge for applied linguistics does not originate in this country, yet there is a great wealth of topics and data waiting here for linguists to study and explain. Teacher education could improve if linguists provided more information on the language of children acquiring English as a second language and also as a first language, on foreign languages that are used daily in our society, on the language of classrooms, on the influence of TV on children's language development, on the nature of communicative competence and on the numerous linguistic problems experienced by migrant children. The applied linguists are not numerous. Perhaps much of the improvement in teacher education lies with the linguists who might make available their findings in forms intelligible to teachers or who might take Applied Linguistics seriously and establish high quality post-graduate courses for teacher educators.

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